

**CLASSROOM TECHNIQUES USED IN TEACHING SPEAKING AT SMK  
MUHAMMADIYAH 1 SURAKARTA IN 2016/2017 ACADEMIC YEAR**



**PUBLICATION ARTICLE**

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for Getting Bachelor Degree of Education  
in English Department**

**by:**

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2016**

**APPROVAL**

**CLASSROOM TECHNIQUES USED IN TEACHING SPEAKING AT SMK  
MUHAMMADIYAH 1 SUKOHARJO IN 2016/2017 ACADEMIC YEAR**

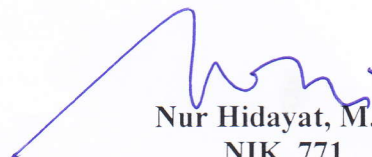
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**Consultant I**



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## ACCEPTANCE

### CLASSROOM TECHNIQUES USED IN TEACHING SPEAKING AT SMK MUHAMMADIYAH 1 SUKOHARJO IN 2016/2017 ACADEMIC YEAR

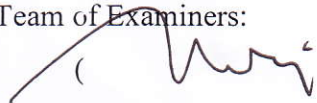
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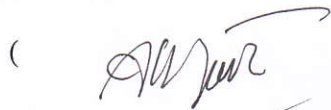
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Team of Examiners:

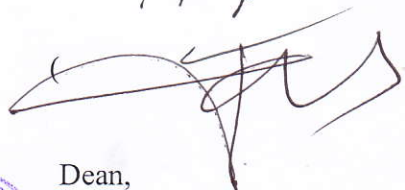
1. Nur Hidayat, M.Pd  
(First Examiner)

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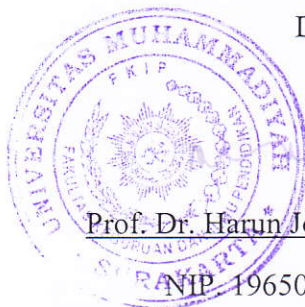
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## TESTIMONY

Herewith, I testify that in this publication article there is no plagiarism of the previous literary works which have been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published by others, expect those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, November 11 2016

The Researcher



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**CLASSROOM TECHNIQUES USED IN TEACHING SPEAKING  
AT SMK MUHAMMADIYAH 1 SUKOHARJO  
IN 2016/2017 ACADEMIC YEAR**

***Abstrak***

*Penelitian ini mendeskripsikan tipe teknik yang digunakan oleh guru bahasa Inggris di SMK Muhammadiyah 1 Sukoharjo untuk mengembangkan kemampuan berbicara siswa dalam bahasa Inggris, teknik yang digunakan, prosedur kelas, masalah yang dihadapi oleh guru, dan masalah yang dihadapi siswa. Jenis dari penelitian ini adalah deskriptif kualitatif dalam menganalisis data. Metode yang digunakan dalam penelitian ini antara lain mengamati, wawancara, dan dokumentasi. Berdasarkan pada pengamatan menunjukkan bahwa tipe teknik yang digunakan dalam proses pembelajaran oleh guru bahasa Inggris untuk mengembangkan kemampuan berbicara di SMK Muhammadiyah 1 Sukoharjo antara lain role-play, diskusi, deskripsi gambar, dan brainstorming. Berbagai macam teknik yang digunakan guru dalam proses pembelajaran berbicara membuat siswa lebih aktif, lebih kreatif, dan siswa lebih antusias dalam mengikuti proses pembelajaran khususnya dalam aktivitas berbicara dalam kelas. Teknik yang bermacam tersebut juga membuat siswa tidak merasa bosan ketika proses pembelajaran berlangsung, mereka senang, menikmati dan merasa percaya diri ketika proses pembelajaran berbicara. Berdasarkan pada pengamatan, penggunaan teknik dalam pembelajaran sangat penting untuk membuat situasi dalam kelas menjadi lebih menarik dan membuat lebih semangat dalam proses pembelajaran.*

*Kata Kunci: Teknik Mengajar dalam Pembelajaran Berbicara, prosedur kelas, masalah dihadapi guru, masalah dihadapi siswa.*

**Abstract**

This research describes types of technique used by the English teacher of SMA N 2 Sukoharjo to develop students' English speaking skill, the techniques use, classroom procedure, problem faced by teacher, and problem faced by students. The type of this research is descriptive qualitative. Methods used in this research are: observation, interview, and documentation. The result shows that the type of technique used by the English teacher in teaching learning process to develop students' speaking skill at SMK Muhammadiyah 1 Sukoharjo such are Role-play, Discussion, Picture Describing and Brainstorming. Various techniques used by the teacher in teaching learning process make the student more active, more creative and the student more enthusiastic in teaching learning process especially in speaking activity in the classroom. Various techniques also make the student not bored when learning process, the students' fun, enjoyed and confident when learning speaking process. Based on the observation, the use of technique in teaching learning process is very important to make situation in classroom more interesting and make the student enthusiastic in learning process.

**Key Words :** Classroom Techniques in Teaching Speaking, Classroom Procedure, Problem Faced by Teaching, Problem Faced by Students

## 1. INTRODUCTION

In SMK Muhammadiyah 1 Sukoharjo the teacher used 2013 Curriculum in teaching learning process. The teachers use that curriculum to make it easier for the students to receive the materials given by the teacher, also make the students more active in teaching learning process in the classroom, and make it easier to deliver the English materials in classroom activities. In one meeting, the English teacher teaches just for one skill, not cover all of skill in one meeting. That is to make easier for the teacher to take the value every skill. Classroom techniques is the important role. To reach the goal of teaching-learning process, the teacher have to find and use the teaching techniques which is appropriate with the student's characteristics.

According to Fauziati (2010:198) classroom management is believed to be the key component in any educational setting. If students are in a conducive environment, learning can take place. Having the right environment for all students to learn is the major goal of implementing good classroom management-without it the students would not be able to learn. As the most powerful person in the classroom, teachers have authority to influence the kind of environment that goes on in the class. This condition is created from a combination for many related factor.

The researcher is interested in having a study in teaching-learning process especially the classroom technique on teaching of English class at SMK Muhammadiyah 1 Sukoharjo. The writer wanted to know the process of teaching-learning especially classroom techniques used by the teacher in teaching of English in SMK Muhammadiyah 1 Sukoharjo. Based on the background study above, the writer formulating the following problems as follows: (1) what are the techniques used in teaching speaking of SMK Muhammadiyah 1 Sukoharjo? (2) what are the classroom procedures of teaching speaking SMK Muhammadiyah 1 Sukoharjo? (3) what are the problem faced by the teacher in using the techniques? (4) what are the problems faced by the students in the implementations of the techniques?.

Because of that reason, the writer wants to describe the classroom techniques in teaching of English which is applied on *SMK Muhammadiyah 1 Sukoharjo* and wants to observe and then make a research entitled **Classroom Techniques Used In Teaching Speaking at SMK Muhammadiyah 1 Sukoharjo in 2016/2017 Academic Year.**

## **2. RESEARCH METHOD**

The type of this research is descriptive qualitative research. The writer gets the data from three sources such as event, informants, and document. The writer uses three methods in collecting data; they are observation, documentation, and interview. To analyze the collected data, the writer takes some steps such as reducing the data, display the data, and verifying the data. Subject in this research is the teacher and students of SMA N 2 Sukoharjo in 2016/2017 academic year. The teacher's name is Mr. A. The object of this research is focused on classroom techniques used in teaching speaking at SMK Muhammadiyah 1 Sukoharjo in 2016/2017 academic year.

## **3. RESEARCH FINDING AND DISCUSSION**

This research focuses on the questions of problem statements, they are: (1) the techniques used in teaching speaking of SMK Muhammadiyah 1 Sukoharjo, (2) the classroom procedures of teaching speaking SMK Muhammadiyah 1 Sukoharjo, (3) the problems faced by the teacher in using the techniques, (4) and the problems faced by the students in the implementations of the techniques.

### **3.1 Classroom techniques used by the teacher to develop students English speaking skill at SMK Muhammadiyah 1 Sukoharjo**

Classroom technique is a way or strategy used by the teacher in the classroom to meet the goal of teaching learning process. Technique is an activity in teaching learning process as a means to reach the learning objectives used by the teacher. The good technique used by the teacher makes students active in teaching learning process. The teacher should master technique which he/ she implement in classroom activity to get attention from the students and make teaching learning process interesting. In teaching learning process, if the teacher master the technique used to develop students' English especially in speaking skill, the students also easily understand the materials delivered in the classroom activities. There are some techniques used by the teacher in teaching learning process to improve students' English speaking skill. The techniques are role-play, games, discussions, problem-solving, song, and more techniques can be used by the teacher to improve students' English speaking skill. Based on the observation process the writer found

two techniques used by the English teacher to develop students' English speaking skill at SMK Muhammadiyah 1 Sukoharjo, she used *discussion*, and *role-play* in speaking classroom activity.

### **3.2 The Classroom Procedure of Teaching Speaking**

In teaching speaking process, the writer observed the procedure and the classroom activities that happened at the ten grade of SMK Muhammadiyah 1 Sukoharjo three times. In this section, the writer describes some activities and explains in details about the steps that had been done by the teacher and the students during the teaching speaking process at the ten grade of SMK Muhammadiyah 1 Sukoharjo.

### **3.3 Problem Faced by Teacher**

Every activity has problem that appear in teaching speaking process. In this case, the writer finds several problems that are always faced by the teacher come from the ten grade of SMK Muhammadiyah 1 Sukoharjo. The first problem is students' discipline. The students often do not do the homework, so that it can block the teaching speaking process. The second problem is the students cannot put themselves in the right place and the right time because still have habitual action like in Elementary School. They always make noise and do not pay attention in the class, it influences other students to do the same thing. So that, the teacher misses much time to explain the material and the teaching speaking process cannot run effectively.

### **3.4 Problem Faced by Students**

The students faced many problems in teaching speaking process. They have problem in pronunciation. Besides that, vocabulary and grammar have been the common problem for the students. The students are difficult to memorize the word that they had learn before, so that they cannot translate it easily not only from Indonesian into English but also from English into Indonesian.

## **4. CONCLUSION**

After describing and analyzing the data, the writer concluded of the classroom techniques used by the teacher to develop students' English speaking skill at SMK Muhammadiyah 1 Sukoharjo. The types of classroom techniques used by the teacher to develop students' English speaking skill at SMK Muhammadiyah 1 Sukoharjo are discussion, role-play, picture describing and



brainstorming technique. In the SMK Muhammadiyah 1 Sukoharjo implemented the 2013 curriculum. In speaking, the students are expected to produce both word sentence by using correct form and pronunciation. The teacher cannot only one method in teaching speaking skill, but must combine with other methods. Problem faced by the teacher are the discipline of the students that often do not do the homework and they cannot put themselves in the right place. The problem by the students are they cannot translate the sentence either from Indonesian into English or English into Indonesian. It is caused the restrictiveness of students' vocabulary.

Based on the observation and interview, the writer also found the instructional material used by the teacher at SMK Muhammadiyah 1 Sukoharjo, there are the book and dictionary. These materials are printed materials. Non-printed materials used by the teacher such as source from the internet.

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